



State of New Jersey 2014-15

OVERVIEW

MERCER
HAMILTON TWP

GRADE SPAN 09-12

21-1950-055
HAMILTON NORTH-NOTTINGHAM
1055 KLOCKNER ROAD
HAMILTON, NJ 08619-3046

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

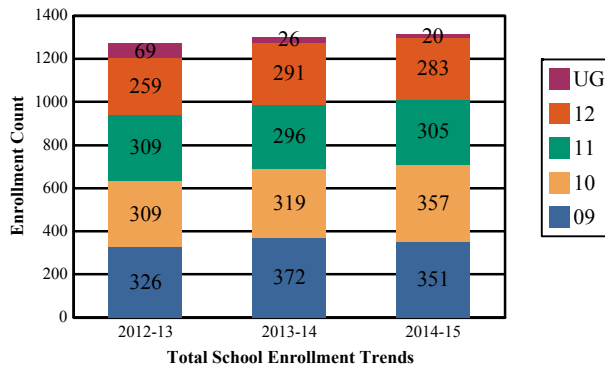
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



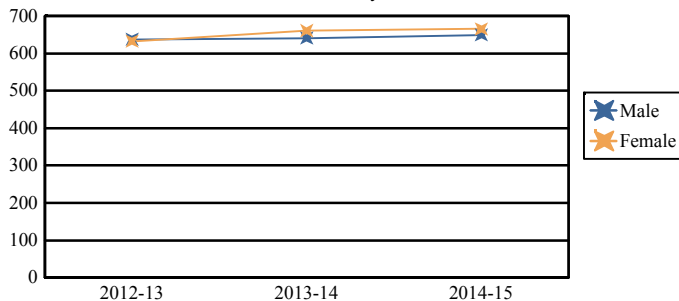
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,271
2013-14	1,303
2014-15	1,315

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

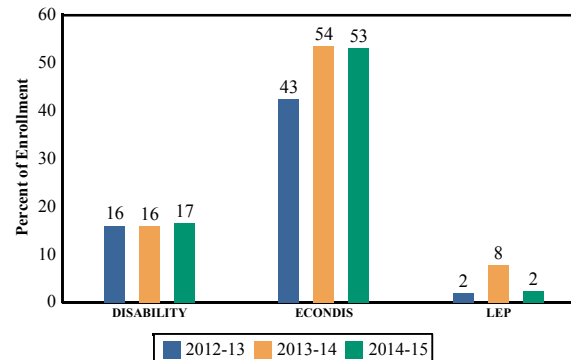


	Male	Female
2012-13	638	633
2013-14	642	661
2014-15	650	666

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

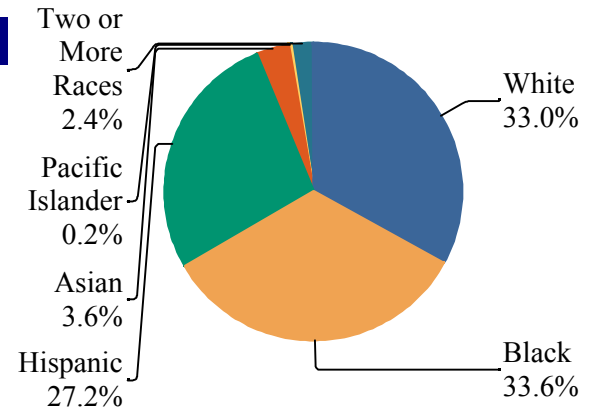


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	218	17%
Economically Disadvantaged Students	699	53.1%
English Language Learners	30	2.3%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



White	Black	Hispanic
Asian	American Indian	Pacific Islander
Two or More Races		

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	84.6%
Spanish	6.9%
Haitian Creole	4.4%
Urdu	0.8%
Creoles and pidgins, French	0.6%
Igbo	0.3%
Other	2.4%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	40%	84	53
Math Met or Exceeded Expectation	19%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	579	39.6%	95%	79%	NO
White	189	50.8%	95%	79.7%	NO
African American	184	33.2%	95%	75.7%	NO
Hispanic	158	30.4%	95%	78.8%	NO
American Indian	-	-	--	--	--
Asian	33	54.6%	95%	94.3%	-
Two or More Races	-	-	--	--	--
Students with Disability	97	10.3%	95%	77%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	280	29.3%	95%	75.9%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	463	19.2%	95%	72.3%	NO
White	167	25.7%	95%	74.6%	NO
African American	143	13.3%	95%	69.8%	NO
Hispanic	115	12.2%	95%	68.9%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	215	16.3%	95%	69.6%	NO

YES* = Met Participation Rate (Participation Averaging applied)

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Proficiency Outcomes - Biology

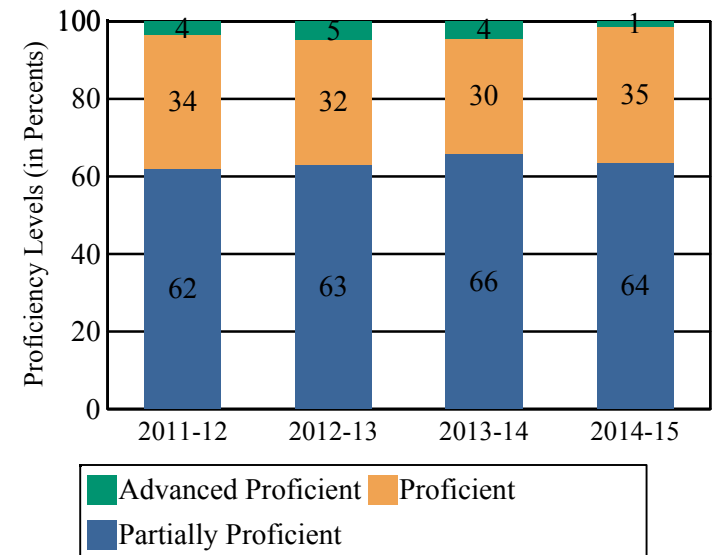
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	1%	35%	64%
White	3%	44%	53%
African American	1%	30%	69%
Hispanic	0%	35%	65%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	11%	89%
English Language Learners	-	-	-
Economically Disadvantaged Students	1%	30%	69%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.





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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	297	739	739	14%	18%	31%	29%	8%	37%	41%
White	102	754	746	3%	13%	26%	44%	14%	58%	47%
African American	83	732	723	20%	19%	35%	22%	4%	25%	23%
Hispanic	81	725	725	20%	25%	37%	17%	1%	19%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	20	755	765	10%	20%	15%	30%	25%	55%	68%
Two or More Races	11	726	731	45%	0%	27%	18%	9%	27%	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	146	730	724	20%	25%	34%	18%	4%	22%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	275	737	735	21%	16%	22%	33%	9%	41%	38%
White	85	742	741	15%	15%	27%	32%	11%	42%	43%
African American	97	728	717	27%	14%	22%	34%	3%	37%	22%
Hispanic	76	737	720	20%	17%	21%	33%	9%	42%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	13	755	763	23%	15%	8%	23%	31%	54%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	131	729	718	27%	15%	22%	32%	4%	36%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	246	750	741	10%	11%	29%	39%	11%	50%	42%
White	97	762	745	6%	7%	24%	45%	18%	63%	46%
African American	83	733	727	17%	17%	35%	29%	2%	31%	27%
Hispanic	52	754	731	6%	13%	27%	42%	12%	54%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	48	718	712	23%	25%	33%	17%	2%	19%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	106	739	730	15%	13%	35%	31%	6%	37%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP ≥ 3 or score IB ≥ 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	-	-	-	3.36
- Data is suppressed to protect the confidentiality of the students.				

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	259	719	740	18%	37%	32%	12%	0%	12%	40%
White	77	726	746	8%	38%	35%	19%	0%	19%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	13	726	769	8%	54%	15%	23%	0%	23%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	725	728	10%	43%	31%	15%	0%	15%	21%
White	88	731	731	6%	36%	38%	20%	0%	20%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	47	724	718	9%	47%	32%	13%	0%	13%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	89	719	718	15%	49%	25%	11%	0%	11%	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	138	726	721	24%	26%	26%	23%	1%	24%	24%
White	56	730	725	18%	25%	29%	29%	0%	29%	27%
African American	38	719	701	32%	29%	21%	18%	0%	18%	8%
Hispanic	27	719	706	33%	22%	30%	15%	0%	15%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	12	746	751	17%	25%	8%	42%	8%	50%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	54	728	705	26%	24%	24%	24%	2%	26%	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	64%	39	18	80%	NO
Percent of Students Participating in PSAT or PLAN	86%	48	48	60%	YES
Percent of Students Scoring Above 1550 on SAT	21%	42	30	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	6%	6	10	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	64%	71	50	75%	NO
Summary		41	31		20%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	62.9%	69.4%	79.1%
Participating in ACT	18.4%		25.2%
Participating in PSAT or PLAN	85.9%	73.5%	79.6%
Participating in Dual Enrollment	1.6%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	20.1%	23.6%	36.3%
One or More Test	7.0%	22.2%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	6.1%	19.1%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

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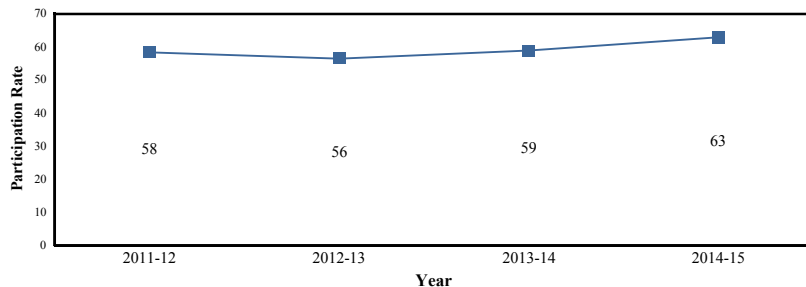
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	21.3%	27.5%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,329	1,384	1,508
Critical Reading	444	457	496
Mathematics	449	474	518
Writing	436	453	494

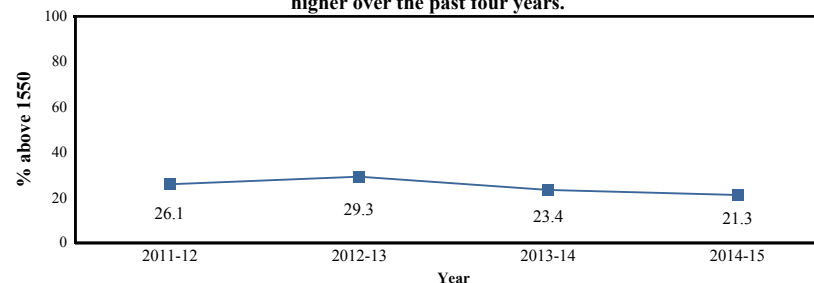
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	65.9%	54.5%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	63.9%	52.0%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	510	520	490
50th Percentile	440	450	430
25th Percentile	380	380	370

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics B	61	
AP U.S. History	25	12
AP U.S. Government and Politics	24	4
AP European History	15	3
AP Calculus AB	14	9
AP Biology	13	6
AP English Literature and Composition	13	6
AP English Language and Composition	10	8
AP Statistics	7	2
AP Chemistry	6	3
AP Computer Science A	6	3
AP Studio Art/Drawing Portfolio	5	
AP Spanish Language	5	3
AP Music Theory	3	1
AP Physics 1		7
AP Studio Art/Two-Dimensional		4
AP Physics 2		1
AP Studio Art/Three-Dimensional		1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	26.6%	17.8%
Visual Arts	32.8%	31.7%
Total: All Visual and Performing Arts	57.2%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	17.6%	18.3%
Structured Learning Experience	4.3%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MERCER

HAMILTON TWP

GRADE SPAN 09-12

HAMILTON NORTH-NOTTINGHAM

1055 KLOCKNER ROAD

HAMILTON, NJ 08619-3046

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	89%	49	28	78%	YES
Dropout Rate	0.4%	81	52	2%	YES
SUMMARY - Graduation & Post-Secondary		65	40		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	89%	78%
White	89%	
African American	88%	
Hispanic	91%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	70%	
English Language Learners	-	
Economically Disadvantaged Students	89%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.4%	2%
White	0%	
African American	1.1%	
Hispanic	.3%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	0%	
Students with Disability	1.3%	
English Language Learners	0%	
Economically Disadvantaged Students	.3%	

GRADUATION AND POSTSECONDARY

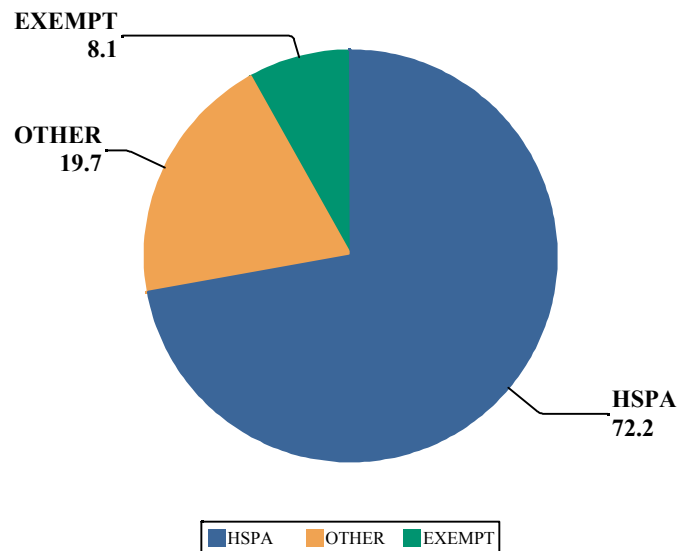
MERCER
HAMILTON TWP

GRADE SPAN 09-12

21-1950-055
HAMILTON NORTH-NOTTINGHAM
1055 KLOCKNER ROAD
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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	87%	88%
2013	85%	88%
2014	88%	90%
2015	89%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	68%	62%	38%
White	70.5%	57%	43%
African American	70.1%	64%	36%
Hispanic	61.9%	67.3%	32.7%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	58.5%	87.1%	12.9%
English Language Learners	-	-	-
Economically Disadvantaged Students	63.7%	65.8%	34.2%

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER

HAMILTON TWP

GRADE SPAN 09-12

HAMILTON NORTH-NOTTINGHAM

1055 KLOCKNER ROAD

HAMILTON, NJ 08619-3046

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	761	766
50th	740	739
25th	714	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	774	821
75th	737	762
50th	720	735
25th	702	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	51

WITHIN SCHOOL ACHIEVEMENT GAP

MERCER
HAMILTON TWP

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	767	766
50th	742	733
25th	707	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	774	768
50th	749	740
25th	726	711
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

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GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	775	793
75th	740	747
50th	723	726
25th	709	710
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	813
75th	748	748
50th	722	718
25th	700	692
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

SCHOOL CLIMATE

MERCER
HAMILTON TWP

GRADE SPAN 09-12

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	6.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 42 Mins.
Shared Time	2 Hrs. 24 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	263

SCHOOL PEER GROUP

MERCER

HAMILTON TWP

GRADE SPAN 09-12

21-1950-055
HAMILTON NORTH-NOTTINGHAM
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	EGG HARBOR TOWNSHIP HIGH SCHOOL	01-1310-005	09-12	47%	1.6%	10.5%
ATLANTIC	GREATER EGG HARBOR REG	ABSEGAMI HIGH SCHOOL	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	CEDAR CREEK HIGH SCHOOL	01-1790-060	09-12	41.2%	0.4%	16.5%
BERGEN	LODI BOROUGH	LODI HIGH SCHOOL	03-2740-050	09-12	62.4%	3.8%	9.8%
BURLINGTON	PALMYRA BORO	PALMYRA HIGH SCHOOL	05-3920-050	07-12	40.1%	0.2%	16.2%
BURLINGTON	PEMBERTON TWP	PEMBERTON TOWNSHIP HIGH SCHOOL	05-4050-055	09-12	45%	0.6%	19.5%
CAMDEN	PINE HILL BORO	OVERBROOK SENIOR HIGH SCHOOL	07-4110-010	09-12	52.1%	0.8%	19.5%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP HIGH SCHOOL	07-5820-010	09-12	50%	0.3%	14.2%
CAPE MAY	LOWER CAPE MAY REGIONAL	LOWER CAPE MAY REGIONAL HIGH SCHOOL	09-2820-050	09-12	47.7%	0.2%	27.5%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP HIGH SCHOOL	09-3130-050	09-12	37.2%	0.4%	19.2%
CHARTERS	BERGEN ARTS AND SCIENCES CS	BERGEN ARTS AND SCIENCES CS	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	80-6018-900	06-12	39.2%	0%	7%
CUMBERLANI	CUMBERLAND REGIONAL	CUMBERLAND REGIONAL HIGH SCHOOL	11-0997-030	09-12	42.9%	0.2%	15.7%
CUMBERLANI	MILLVILLE CITY	MILLVILLE SENIOR HIGH SCHOOL	11-3230-050	09-12	49.7%	0.3%	20%
CUMBERLANI	VINELAND CITY	VINELAND SENIOR HIGH SCHOOL	11-5390-050	09-12	62.3%	4.8%	18.9%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH SCHOOL	13-0410-020	09-12	49.5%	2.7%	16.8%
GLOUCESTER	DEPTFORD TWP	DEPTFORD TOWNSHIP HIGH SCHOOL	15-1100-040	09-12	43.9%	0.5%	14.9%
GLOUCESTER	GLASSBORO	GLASSBORO HIGH SCHOOL	15-1730-050	09-12	37.1%	0.7%	21%
HUDSON	BAYONNE CITY	BAYONNE HIGH SCHOOL	17-0220-020	09-12	66.8%	4.8%	14.9%
HUDSON	JERSEY CITY	DR RONALD MCNAIR HIGH SCHOOL	17-2390-075	09-12	50.3%	0%	0.1%
MERCER	EWING TWP	EWING HIGH SCHOOL	21-1430-050	09-12	42.7%	1.3%	15.9%
MERCER	HAMILTON TWP	HAMILTON NORTH-NOTTINGHAM	21-1950-055	09-12	53.1%	2.3%	14.1%

SCHOOL PEER GROUP

MERCER

HAMILTON TWP

**HAMILTON NORTH-NOTTINGHAM
1055 KLOCKNER ROAD
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GRADE SPAN 09-12

MIDDLESEX	CARTERET BORO	CARTERET HIGH SCHOOL	23-0750-030	09-12	65.3%	4%	9.3%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY MIDDLE/HIGH SCHOOL	23-4830-030	06-12	42.2%	1.6%	13.7%
MONMOUTH	KEYPORT BORO	KEYPORT HIGH SCHOOL	25-2430-050	09-12	56.1%	2.7%	13.7%
MONMOUTH	NEPTUNE TWP	NEPTUNE HIGH SCHOOL	25-3510-050	09-12	53.7%	2.1%	16%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL HIGH SCHOOL	29-0770-030	09-12	35.4%	0.5%	17.3%
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE HIGH SCHOOL	33-4070-050	09-12	67%	3.5%	21.3%
UNION	HILLSIDE TWP	HILLSIDE HIGH SCHOOL	39-2190-050	09-12	63.8%	4.6%	10.6%
UNION	LINDEN CITY	LINDEN HIGH SCHOOL	39-2660-050	09-12	58.2%	3.9%	13.5%
UNION	RAHWAY CITY	RAHWAY HIGH SCHOOL	39-4290-050	09-12	54.2%	2%	16%